DOCUMENT RESUME

ED 446 063 SP 039 495

AUTHOR	Egelson, Paula; McColskey, Wendy
TITLE	Teacher Evaluation: The Road to Excellence. Current Findings on Teacher Evaluation Models That Support Professional Growth. Sharing Success.
INSTITUTION	SERVE: SouthEastern Regional Vision for Education.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1998-00-00
NOTE	72p.
CONTRACT	RJ96006701
AVAILABLE FROM	SERVE Publications Department, 1203 Governor's Square Boulevard, Suite 400, Tallahassee, FL 32301; 800-352-6001; Fax: 850-671-6020; Web site: http://www.serve.org ($6).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Educational Environment; Elementary Secondary Education; Excellence in Education; *Faculty Development; Formative Evaluation; Principals; Summative Evaluation; Teacher Characteristics; *Teacher Evaluation; *Teacher Improvement

ABSTRACT

This publication describes teacher evaluation models that support teacher development. Chapter 1, "The Need to Support Teachers' Professional Growth," discusses the importance of a collegial school environment and where most of the support will occur. Chapter 2, "Types of Teacher Evaluation," describes formative and summative evaluation. Chapter 3, "SERVE's Formative Teacher Evaluation Program," describes SERVE's program, then offers an overview of formative teacher evaluation approaches, commonalities among five formative evaluation approaches, and the kind of differences that formative teacher evaluation approaches can make. Chapter 4, "What Did Educators Have to Say About Participation in Formative Teacher Evaluation Approaches?" discusses why teachers and administrators made the change to formative evaluation, noting characteristics of participating teachers, impact on principals, impact on teachers, impact on students, and barriers and concerns. Four appendixes include: the J.H. Rose High School professional development plan; the Guilford County schools plan; Isaac Dickson Elementary School Alternative Teacher Evaluation Plan; and Edenton-Chowan Schools Alternative Teacher Evaluation Plan. (Contains 9 references.) (SM)

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TEACHER EVALUATION

The Road to Excellence

Current Findings on

Teacher Evaluation

Models That Support

Professional Growth

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TEACHER EVALUATION

The Road to Excellence

Sharing Success

Current Findings on
Teacher Evaluation Models
That Support
Professional Growth

by

Paula Egelson

Wendy McColskey

SERVE
SouthEastern Regional Vision for Education

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1998
First Printing

SouthEastern Regional Vision for Education
Associated with the School of Education
University of North Carolina at Greensboro

Edited by

Charles Ahearn, Director of Publications/Senior Editor, SERVE

Donna Nalley, Senior Program Specialist, SERVE

Cover and Book Design by

Kelly Dryden, Senior Design Specialist, SERVE

The content of this publication does not necessarily reflect the views or policies of the Office of Educational Research and Improvement, U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

This document was produced with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RJ96006701.

If you are interested in learning more about SERVE's Formative Teacher Evaluation program, please contact Dr. Paula Egelson at Greensboro SERVE (800-755-3277). Besides offering introductory formative teacher evaluation, peer coaching, mentoring, and teacher portfolio workshops, SERVE formative teacher evaluation conferences and meetings are held in North Carolina, Georgia, and Mississippi on an annual basis.

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About the SERVE Organization

SERVE, the SouthEastern Regional Vision for Education, is a consortium of educational organizations whose mission is to promote and support the continual improvement of educational opportunities for all learners in the Southeast. Formed by a coalition of business leaders, governors, policymakers, and educators seeking systemic, lasting improvement in education, the organization is governed and guided by a Board of Directors that includes the chief state school officers, governors, and legislative representatives from Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. Committed to creating a shared vision of the future of education in the Southeast, the consortium impacts educational change by addressing critical educational issues in the region, acting as a catalyst for positive change, and serving as a resource to individuals and groups striving for comprehensive school improvement.

SERVE's core component is a regional educational laboratory funded since 1990 by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. Building from this core, SERVE has developed a system of programs and initiatives that provides a spectrum of resources, services, and products for responding effectively to national, regional, state, and local needs. SERVE is a dynamic force, transforming national education reform strategies into progressive policies and viable initiatives at all levels. SERVE Laboratory programs and key activities are centered around

- Applying research and development related to improving teaching, learning, and organizational management
- Serving the educational needs of young children and their families more effectively
- Providing field and information services to promote and assist local implementation of research-based practices and programs
- Offering policy services, information, and assistance to decision makers concerned with developing progressive educational policy
- Connecting educators to a regional computerized communication system so that they may search for and share information and network
- Developing and disseminating publications and products designed to give educators practical information and the latest research on common issues and problems

The Eisenhower Consortium for Mathematics and Science Education at SERVE is part of the national infrastructure for the improvement of mathematics and science education sponsored by OERI. The consortium coordinates resources, disseminates exemplary instructional materials, and provides technical assistance for implementing teaching methods and assessment tools.

The SouthEast and Islands Regional Technology in Education Consortium (SEIR◆TEC) serves 14 states and territories. A seven-member partnership led by SERVE, the consortium offers a variety of services to foster the infusion of technology into K-12 classrooms. The Region IV Comprehensive Assistance Center provides a coordinated, comprehensive approach to technical assistance through its partnership with SERVE.

A set of special purpose institutes completes the system of SERVE resources. These institutes provide education stakeholders extended site-based access to high quality professional development programs, evaluation and assessment services, training and policy development to improve school safety, and subject area or project-specific planning and implementation assistance to support clients' school improvement goals.

Following the distributive approach to responding and providing services to its customers, SERVE has ten offices in the region. The North Carolina office at the University of North Carolina at Greensboro is headquarters for the Laboratory's executive services and operations. Policy offices are located in the departments of education in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. ●

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Office forthcoming—please call any SERVE Policy office for assistance

SERVE–Florida

Database Information Services Clearinghouse

1203 Governor's Square Boulevard
Suite 400
Tallahassee, FL 32301
850-671-6012
800-352-3747
Fax 850-671-6020

Eisenhower Consortium for Mathematics and Science Education at SERVE

1203 Governor's Square Boulevard
Suite 400
Tallahassee, FL 32301
850-671-6033
800-854-0476
Fax 850-671-6010

Early Childhood, Field Services, Publications

1203 Governor's Square Boulevard
Suite 400
Tallahassee, FL 32301
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800-352-6001
Fax 850-671-6020

Policy

1203 Governor's Square Boulevard
Suite 400
Tallahassee, FL 32301
850-671-6000
800-352-6001
Fax 850-671-6020

Office of the Commissioner
The Capitol
LL 24
Tallahassee, FL 32399
850-488-9513
Fax 850-488-1492

SERVE–Georgia

Teacher Leadership, Technology, Urban Education

41 Marietta Street, NW
Suite 1000
Atlanta, GA 30303
404-893-0100
800-659-3204
Fax 404-577-7812

Policy
Georgia Department of Education
2066 Twin Towers East
Atlanta, GA 30334
404-657-0148
Fax 404-651-4673

SERVE-Mississippi

Delta Project
Delta State University
P.O. Box 3183
Cleveland, MS 38733
601-846-4384
800-326-4548
Fax 601-846-4402

Policy
State Department of Education
P.O. Box 771
Jackson, MS 39201
601-359-3501
Fax 601-359-3667
E-mail: wmoore@serve.org

SERVE–North Carolina*

Executive Services, Operations, Research and Development
P.O. Box 5367
Greensboro, NC 27435
336-334-3211
800-755-3277
Fax 336-334-3268

Policy
Department of Public Instruction
Education Building
301 North Wilmington Street
Raleigh, NC 27601-2825
919-715-1245
Fax 919-715-1278

SERVE–South Carolina

Policy
1429 Senate Street
1005 Rutledge Building
Columbia, SC 29201
803-734-8496
Fax 803-734-3389
E-mail: cjackson@sde.state.sc.us

SERVE, Inc.

Business Office
P.O. Box 5406
Greensboro, NC 27435
336-334-4669
336-334-4670
800-545-7075
Fax 336-334-4671

Anchor School Project
P.O. Box 5406
Greensboro, NC 27435
336-334-4667
800-545-7075
Fax 336-334-4671
E-mail: anchorschool@serve.org

11800 Corkscrew Road
Estero, FL 33928
941-947-8866
800-234-8848
Fax 941-947-9012

Evaluation and Assessment Services
P.O. Box 5367
Greensboro, NC 27435
336-334-3211
800-755-3277
Fax 336-334-3268

***Main Office Address**

http://www.serve.org
e-mail info@serve.org

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Professional Development Institute (PDI)
P.O. Box 5406
Greensboro, NC 27435
336-334-4667
800-545-7075
Fax 336-334-4671
E-mail: pdi@serve.org

The Region IV Comprehensive Center
P.O. Box 5406
Greensboro, NC 27435
336-334-4667
800-545-7075
Fax 336-334-4671
E-mail: regivcc@serve.org

SouthEast and Islands Regional Technology in Education Consortium
41 Marietta Street, NW
Suite 1000
Atlanta, GA 30303
404-893-0100
800-659-3204
Fax 404-577-7812
E-mail: seirtec@serve.org

Special Thanks...

to the teachers and administrators at the eight formative teacher evaluation sites who agreed to be interviewed for this publication. They include educators from

Asheville City Schools, Asheville, NC

Guilford County Schools, Greensboro, NC

Pitt County Schools, Greenville, NC

Richland School District Two, Columbia, SC

Rockingham County Consolidated Schools, Eden, NC

Rowan-Salisbury Schools, Salisbury, NC

Watauga County Schools, Boone, NC

We also appreciate reviews of this document by the following individuals:

Kathleen Baur, SERVE Senior Policy Analyst, Tallahassee, FL

C. Steven Bingham, SERVE Leaders' Institute, Greensboro, NC

Helen DeCasper, Director of SERVE Executive Services, Greensboro, NC

Gylde Fitzpatrick, Assistant Superintendent, Poplarville School District, Poplarville, MS

Brenda Furches, Curriculum Coordinator, Northwest Middle School, Winston-Salem-Forsyth Schools, Winston-Salem, NC

JoLane Hall, Principal, Center of Learning, Richland School District Two, Columbia, SC

Patrick Harman, SERVE Evaluation Specialist, Greensboro, NC

Betty Harris, Curriculum Director, Carrollton City Schools, Carrollton, GA

Diane Houlihan, Director of the East Carolina University Peer Coaching Model, Greenville, NC

Cindy Johnson, Director of Technology, Lee County Schools, Sanford, NC

Billie Royall Lennon, Coordinator of Clinical Schools Network at East Carolina University, Greenville, NC

Linnea Litaker, ILT Coordinator, Rowan-Salisbury Schools, Salisbury, NC

Sharon Slate Love, Assistant Principal Franklin Elementary School, Surry County Schools, Mt. Airy, NC

Walter Moore, SERVE Senior Policy Analyst, Jackson, MS

Linda Perry, Instructional Supervisor, Edenton-Chowan Schools, Edenton, NC

Donna Nalley, SERVE Senior Program Specialist, Tallahassee, FL

Susan Phipps, Teacher, Green Valley School, Watauga County Schools, Boone, NC

Brenda Roberts, Director of Curriculum and Instruction, Northampton County Schools, Jackson, NC

Maggie Shook, Principal, Guilford Middle School, Guilford County Schools, Greensboro, NC

Judith Thorton, Deputy Superintendent, Forsyth County Schools, Cumming, GA

Sue Summers, Business Officer of SERVE, Inc., Greensboro, NC

Karen Wetherill, Professor, University of North Carolina Wilmington, Wilmington, NC

Jean Williams, Director of Anchor School Project and the Professional Development Institute, Greensboro, NC

Alida Woods, Assistant Principal, Isaac Dickson Elementary School, Asheville City Schools, Asheville, NC

Chapter One

The Need to Support Teacher's Professional Growth

Are we doing enough to assist teachers in helping students develop the skills and knowledge they need to compete in the 21st century?

What practices and policies do schools and districts have in place that contribute to teachers' professional growth?

What could be improved upon?

On the whole, the school reform movement has ignored the obvious: What teachers know and can do makes the crucial difference in what teachers can accomplish.... Student learning in this country will improve only when we focus our efforts on improving teaching.

(Pg. 5, What Matters Most: Teaching for America's Future)

In a 1996 national report on the status of teaching, the National Commission on Teaching and America's Future argued that a national goal should be the provision of a competent, caring, qualified teacher for every student in the country. The reported barriers to achieving this lofty goal included some issues that need to be addressed at levels beyond the school or district (flaws in teacher preparation, unenforced standards for teachers, problems in recruitment, use of the National Board standards as the benchmark for accomplished teaching). But some barriers identified can be overcome by the school or district, such as:

- Lack of professional development opportunities for teachers and rewards for increasing knowledge and skill
- Schools that are structured for failure with inadequate resources for professional development and principals unprepared to lead the staff in continuous improvement

Effective teacher induction and teacher evaluation programs are important keys in supporting teacher growth and development. This report summarizes promising practices in teacher evaluation being implemented in schools and districts in

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the SERVE region. The rationale for implementing formative teacher evaluation programs is described, as are the results from data collected at school sites participating in SERVE's formative teacher evaluation program. Details of the formative teacher evaluation plans are provided in the Appendices.

The Importance of a Collegial School Environment

Without strong support for continuous professional growth, the time demands of teaching often create a press for doing what's been done in the past regardless of changing societal demands or student needs. In a recent review of research on systemic reform, the authors concluded that teaching to higher standards for students requires a substantial change process for most teachers, a change process that must be supported.

> To date, reform efforts have focused primarily on articulating high standards for students and aligning other policies with these learner goals. Although some may believe that a combination of standards and assessment is sufficient to yield the desired results, most reformers are increasingly concerned about the capacity of the current education system to respond to new expectations. Many reformers now recognize, for example, the tremendous changes the new standards demand of teachers—in what and how they teach and in their role in classrooms and schools. These changes require teachers not only to learn new content and skills but to unlearn previous, less effective ones. Prior research, supported by findings of this study, has documented how difficult and protracted this change process is. (pg. 109, OERI, 1996)

Teachers, then, must be supported as they examine emerging state expectations for student performance and explore how best to help students understand these standards and achieve at higher levels.

Where Will Most of This Support Occur?

> Individuals, of course, do not operate in a vacuum, and their ability to perform their roles and accomplish the goals set out by the standards depends not only on their own capacity but also on that of the other educators with whom they work. . . . Teacher capacity develops and is realized not only through independent study and effort but through interaction with others. (pg. 115, OERI, 1996)

That is, teachers exist within "communities of practice." Sometimes these communities of practice are outside of the school as when teachers participate in a network, professional association, etc. However,

> as important as these outside networks and relationships are, our data and those of other researchers suggest that it may be teachers' immediate daily context—school or sub-unit of the school—that has the most salient influence on teachers' capacity and practice. . . . **The vast majority of teachers in this study report that they turn primarily to their school colleagues for assistance and support.** (pg. 116, OERI, 1996)

Schools can be characterized along a continuum of low to high capacity depending on how collaboratively teachers work together.

> Just as low capacity schools may prevent teachers from making full use of their existing knowledge and skills, schools that are high in capacity—or at least open to change—can provide additional avenues for individual growth and learning as the community of teachers share ideas, model effective practices, and support each other in their efforts to solve problems of practice. Moreover, the solutions that develop from such collaboration are likely to be more effective than anything a single teacher working alone might devise. More to the point, one might argue that the capacity of the school is greater than the sum of the capacities of its members taken individually. (pg. 117, OERI, 1996)

Clearly, teacher self-reflection about practice is critical in the move to help students achieve at higher levels. If a school is going to move a greater number of students toward the kinds of functioning being advocated by national leaders, then teachers have to be energized and committed to the improvement process. Discussions about what constitutes "effective" teaching in this standards-based era must occur more frequently between teachers. Schools must promote such discussions and higher levels of collegiality.

Collegiality consists of the following four specific behaviors for educators:

- Talking about practice
- Observing each other and reflecting on what has been viewed
- Working on the curriculum
- Teaching each other what they know about teaching and learning (Little, 1981)

In his 1990 book *Improving Schools From Within*, Roland Barth speaks of the critical importance of developing collegiality among educators in a school. He notes that collegiality in schools is a scarce commodity, with educators in schools typically having more incentives to act in an adversarial and competitive manner than in a sharing and supportive manner. Barth stresses the value of collegiality to school improvement and how its presence in a school—or lack of—indicates its health as an institution. A variety of outcomes can be connected with collegiality: better decisions and implementation of those decisions, a higher degree of morale and trust among adults, and continuous adult learning—all outcomes that should lead to improved student learning. How teacher evaluation, staff development, and collegial planning are carried out at a school has implications for the extent to which classroom doors are opened and a community of adult learners and increased collegiality are developed.

Teacher evaluation practices represent just one variable that can impact the degree of collegiality in a school, but it is an important variable. SERVE has found that implementing a formative teacher evaluation program can have significant positive impact on teacher goal-setting, self-assessment/reflection, professional pride, relationships with other teachers, and on the role of and kinds of support provided by the principal. The next chapter addresses the differences between **formative** and **summative evaluation**. ●

Chapter Two

Types of Teacher Evaluation

Teachers can be evaluated either summatively or formatively. Evaluation of teachers often consists of a one-way communication from an administrator or other evaluator to the teacher on the adequacy of the teacher's performance following two or more observation periods. The observations result in administrator judgments that become a part of the teacher's personnel file. Evaluations of this type, designed to summarize the net worth of the teacher's performance, are called summative evaluations.

Summative evaluations serve organizational decision-making purposes. Decisions about tenure and merit pay may be based on such evaluations. Summative evaluations of beginning teachers serve as a means of ensuring that they have essential teaching skills. Summative evaluations may also serve to reassure policymakers that a quality teaching force is maintained. Other less-used but perhaps potentially important purposes of summative evaluation are as a basis for teacher assignments and for allocation of staff development funds.

In contrast, a formative evaluation system provides feedback or information that encourages teachers' professional growth. The importance of formative systems is increasingly recognized (Barber, 1985; Duke & Stiggins, 1990; Gitlin & Smyth, 1990; Stiggins & Duke, 1988). Restructuring initiatives and higher standards for student achievement will continue to press teachers to take risks and try new approaches in the classroom. Student goals of problem solving, critical thinking, and collaborative learning may mean that many teachers will have to retool and rethink the way they teach. If teachers and schools are to continually improve the quality of the instructional program, then an evaluation system designed to encourage individual teacher growth is not a luxury but a necessity.

To summarize, the following definitions are provided:

> **Formative evaluation**—a system of feedback for teachers that is designed to help them improve on an ongoing basis.
>
> **Summative evaluation**—a system of feedback for teachers that is designed to measure their teaching competence.

It is important to articulate the purposes of any teacher evaluation process. Often, districts will have different components with different purposes. The evaluation of beginning teachers will look different

If teachers and schools are to continually improve the quality of the instructional program, then an evaluation system designed to encourage individual teacher growth is not a luxury but a necessity.

from the evaluations used for experienced teachers because the purposes are different. Accountability and judging readiness for tenure are more important purposes of evaluation for beginning teachers. The evaluation of teachers who are experiencing difficulties in achieving minimal competencies will look different from those for experienced teachers who have proven themselves to be competent year in and year out. It is extremely difficult, if not impossible, to develop one evaluation system that addresses purposes appropriate for beginning, probationary, tenured, and expert/lead teachers.

The following are possible purposes for a formative evaluation system:

- To encourage continual teacher self-evaluation and reflection and discourage the development of teaching routines that never change
- To encourage individual professional growth in areas of interest to the teacher
- To improve teacher morale and motivation by treating the teacher as a professional in charge of his or her own professional growth
- To encourage teacher collegiality and discussion about practices among peers in a school
- To support teachers as they experiment with instructional approaches that will move all students to higher levels of performance

A formative teacher evaluation system is a set of procedures or methods that encourages teachers to reflect on the strengths and weaknesses of their teaching. Like any evaluation process, it has the following components:

- **A Focus:**
  What is to be evaluated/documented?
- **Methods:**
  How is the information to be collected?
- **Results:**
  What do I know as a result of the feedback/data obtained?
  What implications do the results have for my teaching?

The key to formative evaluation is that the context for collecting the information is not externally controlled and judgmental, but **teacher-directed, individualized, and supportive of personal growth goals**. Feedback about one's teaching can come from many sources; from peers inside or outside the school, specialists and other experts, students, parents, supervisors, and/or self-observation and peer feedback. (A peer is defined as a colleague who has no formally recognized authority over the person being evaluated but shares the common experience of teaching and, thus, is a valuable source of information on quality teaching.)

Implementing a system that allows for peer review and feedback builds on the knowledge and skills of other teachers in the school. This knowledge may be the most valuable and perhaps the most underutilized resource that any school has available to help teachers improve. ●

Chapter Three

SERVE's Formative Teacher Evaluation Program

Assume you were going to sort the practices that you engage in at your school into three piles. Stack #1 is for those things that are done that everyone feels contribute to helping students achieve exceptional motivation and learning. Stack #2 is for those things that are done that staff think might contribute to exceptional motivation and learning, but they aren't quite sure. Stack #3 is for those things that when reflected upon are not seen as contributing to exceptional student learning and motivation. In what stack would you put your teacher evaluation practices? Is teacher evaluation implemented in a way that indirectly (through teacher empowerment and incentives to continually improve) contributes to exceptional student motivation and learning?

Many schools use only summative teacher evaluation practices (administrator observes and rates teachers) because that is the way things have been done in the past. Particularly in a highly top-down, bureaucratic organization, this approach to evaluation provides standardization and control. Over the last ten years, however, many schools have made significant strides towards a more democratic, participatory type of school-based management. Teacher empowerment has been growing steadily over this decade.

The question of interest to SERVE seven years ago was what does it look like when evaluation of experienced teachers becomes more "for the teacher" in support of exemplary student learning? The best way to find out was to ask some schools to try out such a formative approach and see what happened. We found schools willing to be "demonstration" sites in piloting formative teacher evaluation programs. The three original demonstration sites are still operating their programs successfully.

How did we get started with the three demonstration sites? Educator teams (comprised of six-to-eight people) from three southeastern pilot sites—Guilford County Schools (Greensboro, NC), Richland School District Two (Columbia, SC), Surry County School District (Dobson, NC)—participated in the first SERVE formative teacher evaluation training in 1991. The training included the differences between summative and formative

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evaluation, formative evaluation purposes, an introduction to formative assessment methods (portfolio, journals, videotaping of classroom lessons), and reviews of a variety of formative plans. Educators in all three districts came to the training wanting something "more and different" in the area of teacher evaluation for their experienced, competent teachers. Many teachers had shown themselves to be more than accomplished on a summative evaluation instrument. They needed a plan that would allow them to be treated as professionals and would support their personal growth as educators. In addition, principals and teachers had grown weary of the paperwork and time associated with the summative observation/rating system and, in many cases, found the entire process unproductive.

After participating in the formative evaluation workshop, each team's charge was to develop and implement a formative teacher evaluation plan in at least one school in their respective districts. Each plan was based on the needs of teachers in their respective school communities. Participating schools/districts were provided with a small amount of funding from SERVE for two years to assist in the development and implementation of their formative teacher evaluation programs.

1. Of the three original pilot plans, Guilford County's was the most comprehensive and took the longest to develop. The team ultimately implemented an evaluation plan consisting of a three-year cycle at two schools. Like the other pilot sites, the building principal had to approve a teacher's participation in the plan and the teachers had to volunteer to take part in the formative process rather than the existing summative system (administrator observes and rates). The principal reserved the right to switch the teacher back from the formative to the summative process for performance reasons.

   For the first two years of the Guilford cycle, a formative **menu of options** plan was in place. That is, teachers selected three of eleven means for assessing and getting feedback on their performance in areas of interest to them (see Appendix B).

   The final year of the cycle was a **goal-setting process** between the teacher and the principal. With assistance from the principal, the teacher developed school, administrative, and instructional growth goals for the year. The teacher and the principal met throughout the year to discuss the teacher's progress on goals. At the conclusion of the year, there was a discussion between the teacher and the administrator to determine if the goals had been met and to discuss next steps.

2. For Richland Two's plan, teachers who chose to participate in formative evaluation rather than summative evaluation, with approval from their principal, engaged a peer in reviewing a videotaped classroom lesson or a portfolio assessment. That is, the teacher selected a peer to provide feedback in a specific area of focus either through reviewing videotapes of classroom lessons or a teacher-maintained portfolio. The videotaping served two purposes. Teachers could self-evaluate and look objectively at their own teaching on the videotape. Secondly, the peer reviewer could review the videotape at their leisure instead of having to find time during the school day to physically come into the classroom and observe. This process took a school year to complete.

3. In Surry County, the evaluation plan operated on a two-year cycle with a focus on peer coaching. For the first year, teachers were required to complete a self-evaluation form on their teaching, a written self-assessment of one of their teaching units, and obtain a peer review of a videotaped lesson or portfolio that they had developed. On the "off" year, teachers participated in one videotaped peer review using a lesson plan from a thematic unit.

Starting with the work of the three districts described above in 1991, the SERVE Formative Teacher Evaluation program has grown. There are now 20 pilot sites in four SERVE states—Georgia, Mississippi, North Carolina, and South Carolina. Like the original three pilot sites, these new sites identified district educators who attended SERVE training and developed and implemented alternatives to the typical principal "observe and rate" process which supported teacher ownership over their professional growth.

An Overview of Formative Teacher Evaluation Approaches

As SERVE worked in the region, we found other districts and schools who had come to the conclusion that teacher evaluation should not be primarily about judging teachers but also about enhancing continuous improvement. We observed that there is no "right way" to do formative teacher evaluation. Different school and district contexts lead to different approaches which can be roughly categorized using five models. The five models include **1) goal-setting, 2) menu of options, 3) goal-setting/menu of options, 4) panel review, and 5) peer coaching**. In the Appendices, there are examples of all five models.

1. **Goal-setting** involves a teacher meeting with a principal to establish goals for the year. The two meet throughout the year to discuss progress. In these types of plans, teachers often have to identify several goals: an instructional goal, a goal that reflects school-wide priorities, and a personal goal.

2. The **menu of options** approach offers the participating teacher a choice of evaluation sources and methods. Methods are nested within sources of feedback (self, peer, parent/student). For example, keeping a journal or videotaping and reviewing an instructional sequence are methods that might be listed under self-evaluation. Classroom observation is a method that might be listed under peer feedback. Survey is a method that might be used to get parent or student feedback. After deciding on an area of focus, teachers choose a method of feedback from each category. In this approach, the teacher selects an area of focus (goal) with no required input from the administrator. Schools that use this approach stress the value of teachers having control over their areas of focus.

3. **Goal-setting/menu of options** has a teacher developing goals with assistance from an administrator and then selecting methods of assessment (portfolios, journals, videotaping of classroom lessons, self-evaluation surveys).

4. The fourth category is **panel review**. A district that uses this approach has participating teachers choose a broadly stated student goal (e.g., critical thinking) to focus on over a one to three-year period. Teachers join a study group which meets on a regular

basis, comprised of other teachers working on the same student outcome. The teacher documents progress in helping students become better critical thinkers through the use of a portfolio or notebook. When the teacher completes a body of work that demonstrates progress in achieving the goal, he or she selects and calls a meeting of a panel to review the work. The panel comprised of educators from the school system reviews the work with the teacher, asks questions, and makes suggestions. This approach has some similarities to the National Board of Professional Teaching Standards certification process.

5. The final type of plan is a **peer coaching** model with portfolio, videotape, and journal options. Participating teachers select colleagues to provide feedback in chosen areas of focus. The teachers may receive extensive training in the concepts and methods of peer coaching. In some cases, the peer coaching process is implemented over the course of a few years. A small number of teachers are trained to become peer coaches in the first year. Then a second wave of teachers volunteer in the second year, etc.

Commonalities Among the Five Models

From our involvement with sites involved in implementing formative teacher evaluation approaches, we have observed some commonalities. Most formative evaluation approaches

- Were designed for experienced teachers who needed something more than a summative rating
- Considered meaningful evaluation as an ongoing process of obtaining feedback and reflecting on teaching (not a one-shot rating)
- Offered voluntary participation for experienced teachers (it's difficult to require someone to participate meaningfully in a formative process)
- Placed responsibility for carrying out the formative process on participating teachers (it's something you choose to do, not something done to you)
- Allowed principals to approve those wanting to participate and, if necessary, switch individuals back to summative if more supervision was needed
- Included evaluation choices and multiple options of feedback for teachers

Do Formative Teacher Evaluation Approaches Make a Difference?

In 1996, with the Formative Teacher Evaluation program five years old, SERVE was interested in discovering what educators had to say about the impact of the program and lessons learned during the planning and implementation stages.

Seven established SERVE demonstration sites (in existence at least a year) were chosen in North Carolina and South Carolina for evaluation visits. The sites included

- Asheville City Schools, Asheville, NC—**Goal Setting/Menu of Options**
- Guilford County Schools, Greensboro, NC—**Menu of Options**
- Pitt County Schools, Greenville, NC—**Goal Setting**

- Richland School District II, Columbia, SC—**Peer Coaching**
- Rockingham County Consolidated School, Eden, NC—**Goal Setting**
- Rowan-Salisbury Schools, Salisbury, NC—**Menu of Options**
- Watauga County Schools, NC—**Goal Setting/Menu of Options**

In addition, comments from videotaped discussions with Lee County and Surry County teachers conducted in 1995 were included in the evaluation results. The site visitations began in spring 1996 and concluded in spring 1997. At each site, key teachers and administrators were individually interviewed, and focus groups consisting of participating teachers were conducted by SERVE researchers. Interview and focus questions emphasized planning and implementation issues, impact of the plan, and barriers to success. The tapes of the interviews and focus groups were transcribed, and key themes emerged from the responses. ●

Chapter Four

What Did Educators Have to Say About Participation in Formative Teacher Evaluation Approaches?

Why was formative teacher evaluation initiated in these sites? We asked teachers and administrators associated with newly-designed formative plans why they made the change. Their responses were similar. Teachers and principals were tired of the "staged dog and pony show" involved in observations and ratings. They wanted something that would focus more on meaningful feedback and challenging self-improvement plans. They wanted an approach that would support their desire to continually improve as professionals.

"The summative system wasn't enough for our teachers. Formative evaluation is open-ended, positive, and growth-oriented. With formative evaluation, you have to grow. With the other system, you had to meet minimal standards." (Watauga principal)

"Once you had gotten that high standard on the summative, where did you go? Did that mean you had gone as far as a teacher as you possibly could? How could you grow further?" (Watauga teacher)

"The summative establishes a baseline and assures minimum competencies. It doesn't stretch teachers as far as they can to do all the things they are capable of." (Rockingham principal)

"Once you had gotten that high standard on the summative, where did you go? Did that mean you had gone as far as a teacher as you possibly could? How could you grow further?" (Watauga teacher)

"There are only so many times you can evaluate good teachers with the summative and say, 'You've done a good job.' The formative pulls everybody together toward one goal and one focus." (Rockingham principal)

"We would survive on the summative, and we weren't threatened by administrators, but it didn't help us become better teachers." (Guilford teacher)

"Usually, when you were evaluated, you really wanted to look good. They came in and watched you, and you wanted to be at your best. You really wanted a

good evaluation. With this, you want to improve; you want to see your faults so that you can improve on them." (Rockingham teacher)

Characteristics of Participating Teachers

Teacher participation in formative teacher evaluation programs varies across schools depending on a variety of factors. Some schools limit the program to the "expert" teachers who have proved their commitment to self-improvement. Other schools offer it to any experienced teacher. In all cases, teachers participate voluntarily, usually as an option to summative evaluations. The comments below reinforce the common perception that formative evaluation is more work than the traditional summative evaluation because working on improving your teaching and documenting that improvement takes time. Formative evaluation also entails a certain amount of openness to feedback, trust in colleagues, and personal initiative.

"This is the kind of plan that involves being able to share with someone else the things you are doing, not being inhibited about what you are doing because you think somebody else is going to take your idea and steal it. You can't be a teacher who goes page by page . . . " (Rockingham principal)

"I think you really have to have people who want to do something different, who really want to step away from the norm, but are willing to follow some kind of structure...The documentation has to be there; it has to be thorough and you have to have confidence in the people you are working with . . . " (Rockingham principal)

Impact on Principals

The most surprising aspect of the evaluation was the impact of the initiative on principals. During interviews and focus group discussions, participants reported that, as a result of initiating formative teacher evaluation, principal roles and behavior changed. Respondents reported that the principal's role evolved from manager to coach/facilitator. Principals provided resources to teachers and supported teachers as they participated in the formative evaluation process. Principal/teacher interactions changed, with a new focus on students and the instructional program. Participants reported a greater degree of equality and sharing among principals and teachers. With principals freed from traditional evaluations, they spent more time in classrooms and informally interacted with teachers and students.

Changing Role of the Principal

Formative evaluation contributed to a change in how principals perceived themselves and how they were perceived by others.

"The plan allowed administrators to support teachers rather than act as observers, evaluators, or managers. The new plan freed up administrators, enabling them to walk into classrooms more frequently and make informal observations." (Asheville teacher)

"The principal is a facilitator, a helper." (Surry teacher)

"I'm in a facilitating role instead of going out and doing it myself: 'What can I do to help you? When are your deadlines?' It has provided teachers the opportunity to take leadership in organizing their own evaluations." (Richland Two principal)

"You are not there to critique; you are there to coach. You are able to play a more positive role because they are at a stage of identifying their own needs. It is a different role. Teachers invite me in to watch a lesson, and then they ask me what I think." (Richland Two principal)

Principal/Teacher Interaction Around Instructional Issues

Principals, teachers, and students communicated with each more frequently and more informally.

"We (teacher/principal) got into more dialogues with each other about instruction and how children were learning—and not learning. There was more of a focus on the student." (Asheville teacher)

"It (initiation of formative teacher evaluation) has created more of an opportunity to work with and talk to teachers and be a part of what is going on, not so insulated as it can sometimes be." (Rockingham principal)

"They (the administrators) come in and ask your opinion. 'What do you think? How is it working?'" (Rockingham teacher)

"The principal is in my room more. He asks me what I think. I am going into his office and asking his opinion. We are more open with each other." (Rockingham teacher)

"Now when our principal comes into the classroom he wants to participate, talk to the children. Sometimes if we are making something, he will do it with us. It is less threatening for me when he joins in on what we are doing." (Surry teacher)

"It (the informal observation) helps the principal observe in a natural teaching situation—not a 30-minute performance. He is constantly moving about the building, observing teachers and students." (Lee County teacher)

"I think he saw what I really do and what the kids are like. Now when he comes in, we get him involved. Before, we didn't feel like we could because he was busy trying to get down stuff. He will now participate in a lesson, or he will sit next to a kid and ask what is going on, and the kids will share their work with him." (Watauga teacher)

"The stop-in gave me an opportunity to go in and really watch what teachers do and enjoy it. I learned things and saw things in them that I had not seen before because I was so busy writing." (Pitt principal)

Teacher Impact

Respondents' feedback related to teacher impact fell into four broad categories: increased motivation, focus, professionalism, and collegiality. Participating in formative teacher evaluation programs clearly provided teachers with incentives and opportunities to learn, make new changes, and try new things in a way that increased their sense of professionalism. Because most formative evaluations offer teachers the opportunity to get feedback from a peer, the program helps to develop trust and collegial relationships in a school.

Increased Motivation

Teachers reported that there was more of an incentive for them to plan and try new things.

"I compiled a notebook comprised of articles on interventions for special-needs students. Alternative evaluation is good because it forces me to get orga-

nized. I had never done something as in-depth before." (Asheville teacher)

"I usually don't sit over the summer with notebooks and plans in front of me. I certainly never did this type of planning before." (Asheville teacher)

"You energize yourself. I grew excited when I saw how much I had done—videotaping, taking pictures, write-ups. It is all invaluable to me in my growth as a teacher." (Rockingham teacher)

"I am working harder, but there is no pressure." (Guilford teacher)

"It has made me look closer at myself. I have been a trainer and served as a peer coach. I keep asking myself, if my peers were here, what would they say about this particular activity or lesson or the way I handle this situation? I constantly think of how I can do things better . . . ." (Richland Two teacher)

Increased Focus

Teachers said their alternative plans helped them focus in on what they wanted to try out in their classrooms.

"It made me more focused. I did a better job of carrying out ideas. I felt like I was more complete. I am sort of an anti-computer person, and it forced me to go into the library and learn more about the library computer material." (Rockingham teacher)

"Teachers tell me that they feel a lot better about preparing their lesson plans, preparing their focus. This (type of evaluation) pulls everybody together, instead of everybody going in different directions. If you have a group of people and they know what the focus is, they are apt to work towards it . . . ." (Rockingham teacher)

Increased Professionalism

By participating in the process, teachers reported that they felt valued as teaching professionals.

"I felt like a professional when I came into the principal's office with my portfolio to show the children's work and what I had accomplished. I left amazed instead of angry." (Asheville teacher)

"They (the teachers) have been treated as professionals. They have been given the opportunity to look at themselves, to make an assessment and to determine what things they can do to best improve themselves, the school, and the school environment." (Pitt principal)

"It broadens our perspective of who we are . . . . It gives me professional credibility. I can depend on myself." (Richland Two teacher)

Increased Trust and Collegiality

Participating teachers were encouraged to communicate with each other and visit each other's classrooms.

"We have teachers talking about what they are doing." (Guilford teacher)

"And I found myself inviting my friends into my classroom. 'Why don't you come in and see what I'm doing?'" (Rockingham teacher)

"Teachers participated together throughout the course of the whole year. They took their goals seriously and really grew. Teachers trusted each other quite a bit and were willing to say things in a constructively critical way." (Watauga principal)

"Teachers feel comfortable in stepping next door and observing or having

someone come in and watch them teach." (Richland Two teacher)

"Peers have a wealth of information. This was probably one of the first times I have gotten to talk with someone about the way I teach, the concerns I have, and some changes I can make. It meant a lot to me." (Watauga teacher)

Student Impact

Improved student learning can't happen without improved teaching. Although no data were collected on student achievement, some of the quotes suggest that there is a direct connection between supporting teachers in their professional growth and improved student outcomes. Teachers and principals reported that as a result of formative teacher evaluation, teachers presented a stronger and more varied instructional program, and positive student outcomes were noted.

"Doing journals last year helped my students, and it helped me see them grow. I saw growth from the standpoint of information I was getting across to them, but then I saw them grow because of the learning they did." (Pitt teacher)

"There have been a lot [of students] that have passed that I thought weren't going to pass." (Pitt teacher)

"I have had more contact with parents. I have made them (the students) active participants, and this has increased student achievement." (Pitt teacher)

"As it relates to the Hawaii Algebra Project . . . . There will be positives based on the opportunities for this teacher to go beyond what she would normally do . . . beyond what the state has recommended in the way of algebra instruction." (Rockingham principal)

"It has made instruction more enjoyable for them (the students)." (Rockingham teacher)

"Their (the students) scores have gone up because they know the vocabulary." (Rockingham teacher)

"Every time I went into participating teachers' classrooms, students were working on computers, or they were working in the lab. It persisted all year. Teachers took their goals seriously. On our seventh grade scores, 97.6 percent of the students were on or above grade level, and 88 percent were above grade level." (Watauga principal)

Barriers and Concerns

Most problems associated with the implementation of a formative plan were related to communication issues. Some teachers said that they felt isolated from others who were participating in the program, had received inaccurate or little information, or had no time to share what they were doing with their colleagues. At one site, teachers were frustrated that weaker, less motivated teachers were participating in the program.

Teachers said:

"It was hard to find another Latin teacher to work with. Just getting in touch with the people in my school was a problem."

"We didn't get an opportunity to sit down during the year and share. We are isolated."

"I received inaccurate information about the program."

"It (formative evaluation) really doesn't work well for some people—the dead wood. We pull them along."

Most of these problems at specific sites were resolved. Informational meetings about the formative teacher evaluation process were initiated at the beginning of the school year, formative teacher evaluation participants were informed of upcoming events, and formative evaluation participants began meeting together on a regular basis to share their work. Educators continue to "work through" the challenges of motivating weaker teachers.

Conclusions

- Participating teachers saw themselves as more motivated, focused, and collegial. They enjoyed a new-found sense of themselves as professionals.
- Ongoing, regular, and informal feedback from a variety of sources was of more value for many experienced teachers than repetitive, structured ratings from an administrator who may or may not know their content area or grade level.
- Teachers initiated, questioned, and reflected on new ideas and practices. As a result, students benefited.
- Principals were more facilitative and accessible to teachers and students as

Food for Thought

Teachers on formative evaluation systems choose a variety of areas to work on. Research suggests that an important area of focus is subject-specific knowledge and skill development.

CONSIDER THAT:

The rapid pace of change in a teacher's field and the expansion of information and technology have placed the need to learn and to keep up-to-date at the very heart of all professionals. However, 70% of the teachers in the Southeast reported that they received no professional development in their subject matter over a 12-month period.

The need for subject-specific pedagogical professional development cannot be overstated. Cohen and Hill (1997) found that when elementary teachers (who are often underprepared for teaching math) were trained to teach specific mathematical concepts, such as fractions, their students' achievement on a rigorous mathematics assessment was significantly higher than that of students of their counterparts who had more traditional forms of professional development.

Such student curriculum workshops provided teachers with structured opportunities to learn about content and pedagogy by using new student curriculum units related to specific concepts that they were teaching . . . . Studies like this one are especially useful to consider as educational decision makers frame new policies to promote the kind of in-sync professional development, evaluation, and compensation strategies that make real differences in student learning.

Source: From *Teachers Teaching in the Southeast: A Special Columbia Group Report.*

a result of being allowed out of the "judge" role and into the "helper" role.

In closing, a principal from Pitt County stated that she hoped that eventually a tiered formative teacher evaluation model would be used for teachers at various stages of their careers:

> . . . *From the very beginning people in the teaching profession should be trained to self-assess and monitor their own activities. Formative evaluation opportunities could keep them renewed and refreshed and continually working toward personal improvement and school improvement at all levels of their career.*

School leaders often don't have the time to look hard at existing practices and determine how well they are working. Realizing this, SERVE's formative teacher evaluation project offers schools and districts the opportunity to examine how they are evaluating teachers to determine if the evaluation approaches used are contributing to the overall goal of improving the quality of the instructional program. Data from our demonstration sites show that teacher evaluation can be accomplished in a manner that contributes to professional growth. ●

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Appendices

Appendix A

J.H. Rose High School Professional Development Plan

—Pitt County Schools—

(Goal Setting)

Appendix B

The Guilford County Plan

—Guilford County Schools—

(Menu of Options)

Appendix C

Isaac Dickson Elementary School Alternative Assessment Plan

—Asheville City Schools—

(Goal Setting/Menu of Options)

Appendix D

Edenton-Chowan Schools Alternative Evaluation Plan

—Edenton-Chowan Schools—

(Panel Review)

Appendix E

East Carolina University Peer Coaching Project

—Johnston County Schools—

—Northampton County Schools—

—Wayne County Schools—

(Peer Coaching)

J.H. Rose High School Professional Development Plan

—*Pitt County Schools*—

(Goal Setting)

Contact
Ms. Barbara Mallory, Principal
J.H. Rose High School
600 W. Arlington Blvd.
Greenville, NC 27834
Phone: 252-321-3640
FAX: 252-321-3653

With help from the principal, participating teachers select a school goal, an instructional/student goal, and a personal goal for the year. The principal may require an administrative goal. The teacher and the administrator meet to discuss progress throughout the year. The principal makes informal classroom visits during the school year and records comments in a log. The teacher is also expected to develop a portfolio documenting completion of goals.

J. H. Rose High School Professional Development Plan
Pitt County Schools
Greenville, NC

Criteria

- Career status teachers may choose to participate in the professional development plan, or remain with the state evaluation instrument.
- Teachers selecting the professional development plan must agree to participate for a full year.

Components

Each teacher will

- Select at least three goals for the year from these categories
  - school goal
  - instructional/student goal
  - personal goal
  - administrative goal (may be developed at the request of the administrator)
- Teachers formally meet with an building administrator to discuss progress towards the completion of goals at least three times during the school year
- Administrators will make informal visits in teachers' classrooms throughout the school year.
- Teachers will be expected to maintain a portfolio containing documentation related to selected goals, verification of completion of goals, and a log of classroom observations.

J. H. ROSE HIGH SCHOOL, GREENVILLE, NC
PROFESSIONAL DEVELOPMENT PLAN

NAME _____ POSITION _____ DATE _____

GOAL: Instructional / Student _____ School _____ Objective _____
Administrative _____ Personal _____
_____
_____

ACTIVITY / STRATEGY	DOCUMENTATION	RESOURCES	DATE	COMPLETION

J. H. Rose High School, Greenville, NC
Classroom Visitation Form

Teacher: _____ Date: _____

Observer: _____ Class: _____

Comments relative to goals:

_____

_____

_____

_____

_____

_____

C: Teacher signature _____ Date _____

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J. H. ROSE HIGH SCHOOL, GREENVILLE, NC
TEACHER VISITATION / CONTACT LOG

Name _____

Date of Contact	Purpose and Type of Contact Made	Person Making Contact

J.H. ROSE HIGH SCHOOL, GREENVILLE, NC

PROFESSIONAL DEVELOPMENT PLAN

Teacher _____ School _____ Position _____

Goal _____ Objective _____

Formative Review _____ Date _____ Summary Review _____ Date _____

Formative Review _____ Date _____ Completed _____ Not Completed _____

What has been completed?	What progress is being made?
Are adequate resources available? Explain.	Is there a need to modify the plan? Explain.

ADMINSTRATOR COMMENTS: _____

_____

_____

TEACHER COMMENTS: _____

_____

ADMINISTRATOR'S SIGNATURE _____ TEACHER SIGNATURE _____

The Guilford Plan

—*Guilford County Schools*—

(Menū of Options)

Contact
Mrs. Maggie Shook, Principal
Guilford Middle School
401 College Road
Greensboro, NC 27410
Phone: 336-316-5833
FAX: 336-316-5837

The plan consists of a three-year cycle; the first two years are formative, and the final year is summative. The first two years, teachers select areas of professional focus and choose methods of assessment from three categories—self evaluation, peer/supervisor review, and parent/student feedback. Methods associated with these categories include journals, videotaping of classroom lessons, portfolios, surveys, and action research. At the beginning of the third year, participating teachers (with assistance from the principal) select school, administrative, and instructional goals for the year. The teachers develop portfolios that reflect the goals they are working on. Throughout the third year, the teacher and the principal meet to discuss progress towards the completion of goals.

THE GUILFORD PLAN, GUILFORD COUNTY SCHOOLS, GREENSBORO, NC

ALTERNATIVE TEACHER APPRAISAL

- three-year cycle
- tenured teachers
- voluntary

TEACHER		ADMINISTRATOR
• Selects a peer partner. They meet on a regular basis. • Select three areas for professional growth from the professional growth plan. • Attends support group meetings with colleagues. • Meets with administrator to review professional growth plan.	First Year	• Assists teachers as requested regarding goal setting and school improvement. • Visits classroom to support and assist teachers and make informal classroom observations. • Meets with teacher to review professional growth plan. • Principal has option to return teacher to TPAI at any point in the program.
↓ ↓ ↓ ↓		↓ ↓ ↓ ↓
• Selects new peer partner. • Selects new goals or extends goals. • Same as above	Second Year	• Same as above
↓ ↓ ↓		↓ ↓ ↓

Third Year

Teacher _____ collaborates with _____ Administrator

- Meet to set school, administrative, instructional/student goals.
- Discuss and implement portfolio that reflects teacher's goals and principal's classroom visits.
- At mid-year meeting, meet to discuss progress, any needed assistance.
- At end of year, meet to discuss portfolio and collaborate on future goals for professional growth.

GUILFORD COUNTY SCHOOL SYSTEM

Teacher Assessment Form for Professional Growth (for years one and two of the cycle)

Name: _____ Position/Subject Area: _____

School: _____ Certification: _____ School Year: _____ Peer Partner: _____

Evaluation Methods Chosen:
(Teacher must choose 3 methods to use at least once during the school year. One method must be chosen from the Peer Review category.)

SELF

___Videotape of teaching
___Self-rating form (required)
___Journal
___Self-study materials
___Observation/modeling of another teacher
___Portfolio

PEER REVIEW

___In-class observation by peers
___Videotape observation by peers
___Review by peer of journal

STUDENT OR PARENT FEEDBACK

___Student surveys or interviews
___Parent surveys or interviews

Focus Areas for Peer Review:

Teaching Behaviors and Use of _____ Instructional Methods (Discipline, Higher Level Questioning, Praise, Cooperative Learning)

Development and _____ Presentation of Content Topics

Assessing _____ Student Progress

Teacher's Summary Statement About Professional Development:

_____ _____

GUILFORD COUNTY SCHOOL SYSTEM, NC
GRADE LEVEL PROFESSIONAL DEVELOPMENT PLAN (to be used yearly)

Name _____ Position/Subject Area _____ School _____

Certification _____ ICP _____ Continuing School Year _____

Correlate area(s) of Focus

___I. Clear and focused mission

___II. Instructional leadership

___III. Opportunity to learn
student time on task

___IV. Climate of high expectations
for success

___V. Frequent monitoring of student progress

___VI. Safe and orderly environment

___VII. Home/school relations

___VIII. Other

DESCRIPTION OF GOAL: _____

STRATEGIES	RESOURCES	TIMELINES	MEANS OF EVALUATION

Completion date: _____ Supervisor's signature: _____

Guilford County, NC School System Collaborative Growth Plan (for year three of the cycle)

School: _____

Name: _____ Position: _____ School Year: _____

GOAL: Instructional/Student:			
Activity/Strategy	Documentation	Resources	Time Line
GOAL: Administrative			
Activity/Strategy	Documentation	Resources	Time Line
GOAL: School:			
Activity/Strategy	Documentation	Resources	Time Line
GOAL: Personal (Optional):			
Activity/Strategy	Documentation	Resources	Time Line

Guilford County, NC School System Collaborative Growth Plan (for year three of the cycle)

Teacher: _____ School: _____ Position: _____

Initial Conference Date: _____ Midyear Conference Date: _____ End-of-Year Conference Date: _____

Initials: _____ Initials: _____ Initials: _____

TEACHER COMMENTS	ADMINISTRATOR COMMENTS
Goal: Instructional/Student:	Completed_____ Not Completed _____
Goal: Administrator	Completed_____ Not Completed _____
Goal: School	Completed_____ Not Completed _____
Goal: Personal (Option):	Completed_____ Not Completed _____

Administrator Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Continue in program: Yes No

Isaac Dickson Elementary School Alternative Teacher Evaluation Program

—*Asheville City Schools*—

(Goal Setting/Menu of Options)

Contact
Ms. Alida Wood, Assistant Principal
Isaac Dickson Elementary School
125 Hill Street
Asheville, NC 28801
Phone: 828-255-5376
Fax: 828-255-5589

Participating teachers, with assistance from the principal, select a schoolwide goal tied to the school's improvement plan and a personal goal. One goal is assessed using a method from the self-evaluation category, and the second goal is from the outside evaluation category (peer review, expert/supervisor, parents/students). The teacher and the administrator meet at least two times during the school year to discuss progress. The teacher also keeps a visitation/contact log to document administrator visits and informal observations.

ISAAC DICKSON ELEMENTARY SCHOOL
ALTERNATIVE TEACHER EVALUATION PROGRAM

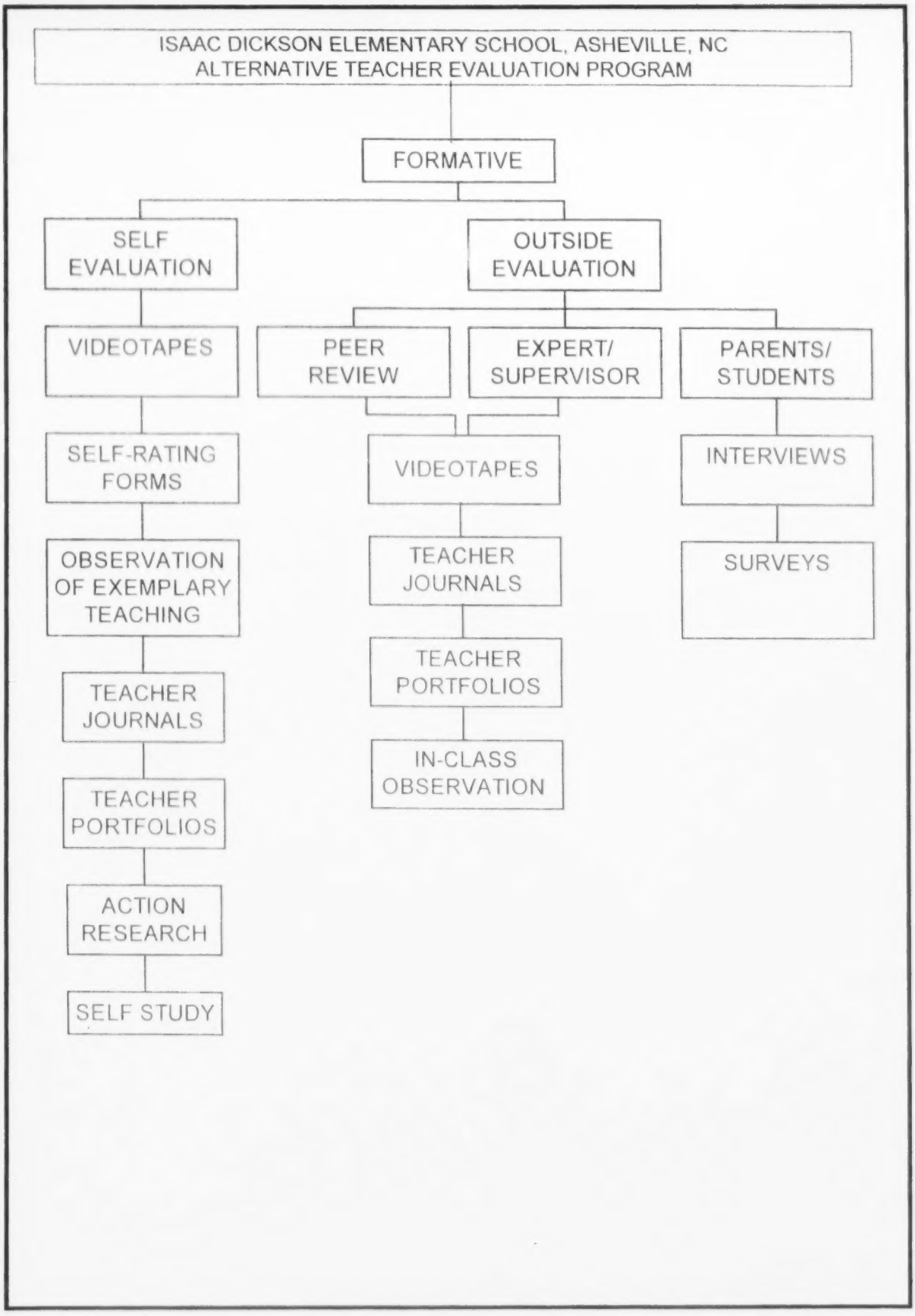
ASHEVILLE CITY SCHOOLS
ASHEVILLE, NC

Criteria

- Career status teachers may choose between the alternative plan or the state evaluation instrument.
- The principal will approve all applicants based on previous evaluation ratings at acceptable level and demonstration of professional growth.

Components

- Participating teachers will choose two assessment methods listed (one from the self-evaluation category and one from the outside evaluation category). One assessment will focus on a school-wide goal tied to the school improvement plan, and one will be connected to a personal goal. If necessary, an administrative goal will be added by the principal.
- Participating teachers and administrators will meet at least two times throughout the year to discuss progress.
- Participating teachers will keep a visitation/contact log to document administrator classroom visits and informal observations.


ISAAC DICKSON ELEMENTARY SCHOOL, ASHEVILLE, NC
ALTERNATIVE TEACHER EVALUATION PROGRAM
FORMATIVE
SELF EVALUATION
OUTSIDE EVALUATION
VIDEOTAPES
SELF-RATING FORMS
OBSERVATION OF EXEMPLARY TEACHING
TEACHER JOURNALS
TEACHER PORTFOLIOS
ACTION RESEARCH
SELF STUDY
PEER REVIEW
EXPERT/ SUPERVISOR
PARENTS/ STUDENTS
VIDEOTAPES
TEACHER JOURNALS
TEACHER PORTFOLIOS
IN-CLASS OBSERVATION
INTERVIEWS
SURVEYS

Isaac Dickson Elementary School, Asheville, NC
Description of the Alternative Assessment Model

Method I - Self Assessment

Videotape or audiotape feedback. This method refers to the recording by the teacher of an actual, live classroom episode on video or audiotape. The focus could be on the teacher's behavior or student reaction to the changes in classroom instruction.

Self-rating using a specified rating form. A self-rating form is a written form that requires the teacher to rank or grade his/herself on a variety of dimensions or behaviors specified by the form. Such a form would primarily be useful as a starting point for evaluation. The writing of the form itself would serve to clarify the target areas for improvement.

Teacher maintained journal. Maintaining a journal of thoughts, reactions, progress, etc. while focusing on a particular student, class, or one's teaching in general can be a valuable tool for self-reflection and professional growth. The focus of the journal entries would be decided in advance.

Progress through self-study. This method involves the targeting of a specific area to learn more about. Activities might include professional reading, observations, attendance at conferences and workshops and consultations with experts.

Observation of exemplary teaching. The use of this method involves the observation by the teacher of examples of high quality teaching. Such observation, either in a class setting or on videotape, allows the teacher to compare his/her teaching with that of an expert.

Teacher maintained portfolios. Portfolios of lesson plans, instructional materials developed, student assessments used, new techniques and strategies employed are all teaching products that can be kept in a file. Although such a portfolio can be maintained primarily for self-reflection, a peer review of the contents could also lead to some valuable insights.

Action research. This method targets an area for instructional improvement through research, use of additional resources, and an action plan.

Method II - Outside Review

In class observation by peer including pre- and post-conferences. The teacher chooses a peer coach who observes the teacher at work within the actual classroom environment. Conferences between the teacher and the peer prior to the observation are used to coordinate what will be observed and what data the peer might collect. The conference after the observation is used to convey and discuss the results of the observation process. The feedback requested of the peer can be as structured or as open-ended as the teacher desires.

Videotape observation by peer including pre- and post-conference. The description is the same as the one above except that the peer views a videotape of a colleague teaching. Pre- and post-conferences are still necessary. The advantages are that the teacher is not distracted by the observer and the observed does not have to have release time to do the observation.

Journal reviews by a peer. This method assumes that the teacher has elected to keep a journal and then its contents are shared and discussed with a peer. Conferences between the teacher and the peer should occur on a regularly scheduled basis.

Portfolio review. This involves the discussion of one's portfolio between the teacher and a peer or expert.

Interviews of a representative sample of students or parents. The teacher may choose to develop a set of interview questions and conduct interviews with a sample of students or parents as a way of obtaining feedback about his/her teaching, students' and parents' concerns, or any other issues that might lead to professional growth.

Surveys of students and parents. Rather than a face-to-face interview, the teacher may choose to develop a survey or questionnaire to be completed by students or parents.

Appendix D

Edenton-Chowan Schools Alternative Teacher Evaluation Plan

—*Edenton-Chowan Schools*—

(Panel Review)

Contact

Mrs. Linda Perry, Instructional Supervisor
Edenton-Chowan Schools
113 East King Street
Suite 300
Edenton, NC 27932
Phone: 252-482-4436
FAX: 252-482-7309

Teachers choose one of five school-system student-outcome goals to focus on during the three-year evaluation cycle. Throughout the process, they meet in collegial study groups comprised of individuals working towards similar goals and develop portfolios that reflect their work in their areas of focus. With completion of the goals, a panel review board is convened. The teacher presents evidence of completion of goals and responds to questions from board members. The board provides feedback and makes recommendations.

EDENTON-CHOWAN SCHOOLS
ALTERNATIVE TEACHER EVALUATION PLAN

EDENTON-CHOWAN SCHOOLS
EDENTON, NC

Criteria

- Tenured teachers who are designated Career Status II may choose to participate.
- Administrators and/or the panel review team can recommend that participating teachers return to the state evaluation instrument.

Components

- The cycle takes from one to three years for participating teachers to complete.
- Teachers select one of the school system's student outcome goals with matching objectives to focus on during the evaluation cycle.
  - Critical Thinkers
  - Collaborative Workers
  - Quality Producers
  - Self-Directed Learners
  - Community Contributors
- Throughout the process, teachers meet in collegial study groups comprised of teachers working towards similar goals.
- Teachers compile evidence of growth by developing portfolios.
- When a teacher is ready to be reviewed, a panel comprised of school system educators is convened. The teacher presents evidence of completion of goals (using her portfolio) to the review team. The panel questions the teacher, provides feedback, and makes recommendations.

Edenton-Chowan Schools, Edenton, NC
STUDENT OUTCOMES / ALTERNATIVE EVALUATION PLAN

Name _____ Position / Subject Area _____
Worksite _____

Student Outcome Goals: (Circle Applicable Goal)

1. Critical Thinkers
2. Collaborative Workers
3. Quality Producers
4. Self-Directed Learners
5. Community Contributors

Objective: _____

_____

_____

The initial plan(s) has/have been approved based upon the information attached (over):

YES_____ NO_____ Date_____

Employee Signature_____ Date_____

Supervisor Signature_____ Date_____

EDENTON-CHOWAN SCHOOLS, EDENTON, NC

STUDENT OUTCOMES / ALTERNATIVE EVALUATION PLAN

Please respond to the questions posed below regarding your student outcomes goal(s) and accompanying objective(s). YOU MAY DUPLICATE AND ATTACH ADDITIONAL SHEETS AS NEEDED.

Strategies - How do you plan to achieve the goal?	Documentation - What did you do? When? (Log the dates.)	Evaluation - How well did it go?

Edenton-Chowan Schools, Edenton, NC
STUDENT OUTCOMES / ALTERNATIVE EVALUATION ANNUAL APPRAISAL

Name _____ Position / Subject Area _____
Worksite _____

A. Student Outcomes/Alternative Evaluation Plan
The progress and quality have been reviewed and the employee is making progress towards successful completion.

YES_____ NO_____

Comments:

Employee Signature_____ Date_____

Supervisor Signature_____ Date_____

A. Performance
There are no performance concerns indicating that the employee needs to return to the traditional cycle of observations using the TPAI or other appropriate performance appraisal instrument._____

Comments:

Employee Signature_____ Date_____

Supervisor Signature_____ Date_____

EDENTON-CHOWAN SCHOOLS, EDENTON, NC
ALTERNATIVE TEACHER EVALUATION PLAN
PANEL REVIEW

Name _____ Worksite _____

Position/Subject Area _____

REPORT OF THE PROFESSIONAL ASSESSMENT TEAM

Part I VERIFICATION OF THE STANDARDS

A. Identification/Articulation of Objectives

Did the presenter clearly explain why she/he chose the selected student outcome? ___yes ___no

Did the presenter demonstrate an understanding of the students' need for this outcome? ___yes ___no

Did the presenter demonstrate an understanding of the concept (for example, critical thinking)? ___yes ___no

Did the presenter articulate clearly how the student outcome operates in the context of his/her classroom? ___yes ___no

_____

_____

_____

B. Clarity and Completeness in Design and Implementation of Strategies

Did the presenter explain and illustrate how she/he monitored and adjusted the strategies and activities? ___yes ___no

Did the presenter demonstrate how she/he identified and solved problems? ___yes ___no

Did the presenter articulate theoretically sound activities and why they were used? ___yes ___no

Did the presenter give a clear picture of what happened in the classroom over time? ___yes ___no

C. Innovation, Risk Taking and Competency Development

Did the presenter illustrate more than a compiling of past successes? ___yes ___no

Did the presenter demonstrate professional growth through developing new skills, practices, attitudes, or appreciations? ___yes ___no

Did the presenter indicate insightfulness in making connections, strategizing and planning for the next professional development? ___yes ___no

_____

_____

_____

D. Comprehensiveness of Evaluation

Did the presenter demonstrate a comprehensive evaluation of his/her professional growth? ___yes ___no

Did the presenter articulate and clearly explain how student growth was measured and documented? ___yes ___no

Did the presenter demonstrate an awareness and use of various audiences for providing feedback—for example, students, colleagues, community, other professionals? ___yes ___no

_____

_____

_____

Part II. COMMENTS

Part III. RECOMMENDATIONS FOR CONTINUED GROWTH

Review Team Signature _____ Date_____

_____ Date_____

_____ Date_____

_____ Date_____

___ The employee will continue on the Alternative Evaluation System.

___ The employee will return to the North Carolina Performance Appraisal System.

Employee Signature _____ Date_____

Principal Signature _____ Date_____

Appendix E

East Carolina University Peer Coaching Project

—Johnston County Schools—
—Northampton County Schools—
—Wayne County Schools—
(Peer Coaching)

Contact
Mrs. Diane Houlihan, Director
East Carolina University
School of Education
Rural Education Institute
Ragsdale 001
Greenville, NC
Phone: 252-328-6008
FAX: 252-328-4153

Teachers choose areas of growth to focus on for the school year and serve as peer coaches for each other. They develop portfolios as evidence of work completed and share the portfolios with their principals at the conclusion of the year. During the first year of participation, teachers meet for related professional development activities one day a month and participate in support group meetings at their respective schools.

EAST CAROLINA UNIVERSITY
PEER COACHING PROJECT
GREENVILLE, NC

Johnston County Schools – Smithfield, NC
Northampton County Schools – Jackson, NC
Wayne County Schools – Goldsboro, NC

Criteria

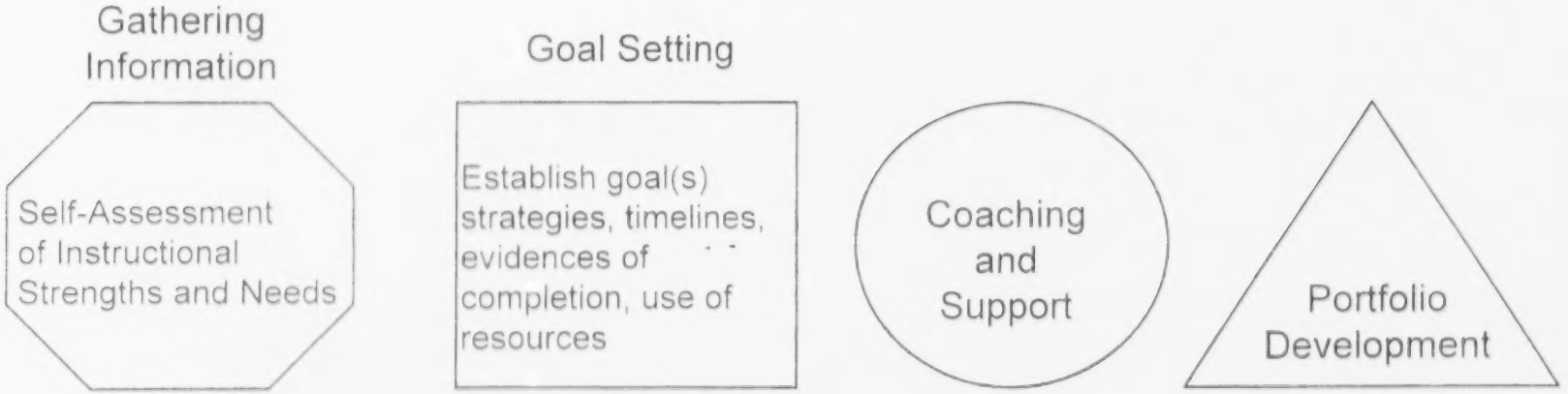
- Principals must agree to provide the Peer Coaching Project as a teacher evaluation option in their schools.
- Tenured teachers who have shown themselves to be more than competent on previous evaluations are encouraged to participate in the Peer Coaching Project.

Components

- Participating teachers choose areas of growth to focus on during the school year.
- Each teacher in the project serves as peer coach for another teacher. The teachers observe each other and provide feedback four times during the school year.
- Teachers develop portfolios throughout the year as evidence of progress towards completion of goals.
- The teacher and the principal meet throughout the year to discuss progress. At the conclusion of the school year, the teacher meets with the principal to present evidence of growth using the portfolio as supporting proof.
- During the first year of participation, a cohort of teachers meets with the director of the project one day a month during the school year for professional development activities.
- Teachers participate in support group meetings at their respective schools on a monthly basis.

ECU PEER COACHING PROJECT

The process includes...


Gathering Information
Goal Setting
Self-Assessment of Instructional Strengths and Needs
Establish goal(s) strategies, timelines, evidences of completion, use of resources
Coaching and Support
Portfolio Development

Key Components Include →

1. Self-Directed Goals – 2. Written Narrative – 3. Professional Portfolio – 4. Education and Training – 5. Conferencing with a Peer – 6. Classroom Observation – 7. Support Group Meetings

SELF-DIRECTED GOALS: ECU PEER COACHING PROJECT

SY_____

Name: _____ Position/Subject Area: _____ School: _____

Please initial and date after each review has been completed.

Initial Review	Teacher: _____	Coach: _____	Principal: _____
Mid-Year Review	Teacher: _____	Coach: _____	Principal: _____
Final Review	Teacher: _____	Coach: _____	Principal: _____

GOAL To refine my instructional skills by participating in the peer coaching model.

SUB-GOAL	STRATEGIES	EVIDENCE OF COMPLETION	RESOURCES	TIMELINE

Accomplishment **Date**

Fully Accomplished _____

Partially Accomplished _____

Not Accomplished _____

Comments: _____

White: Personnel Office-Final Green: Principal Yellow: Coach Pink: Teacher Gold: Personnel Office

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